

Gender, Culture, and Conflict

WGSS 350-001

American University

Fall 2012

Thursdays, 5:30 – 8:00 pm

EQB 11

Instructor

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Course Overview (from AU Schedule of Classes)

This course explores how culturally constructed gender roles create contexts of violence for women and men. Moving beyond traditionally-held understanding of "conflict" as limited to war zones and militarized/armed struggles, this course encourages broader understandings of conflict situations to include circumstances of family life, university social settings, workplaces, and political-economic turmoil.

Course Overview (a more detailed version)

This course explores how culturally constructed gender roles create contexts of violence for men and women. Moving beyond a traditionally-held understanding of "conflict" as limited to war zones and militarized or armed conflicts, this course encourages students to broaden their understandings of conflict situations to include circumstances of family life, university social settings, workplaces, and economic and political turmoil. By expanding their conceptualizations of conflict situations to include non-militarized environments, students are given the opportunity to explore how ideological constructions of masculinity and femininity contribute to, and shape, conflict within the daily lives and everyday relationships of men and women in various cultures.

Drawing on a wide variety of books, articles, and reports from numerous disciplines—including anthropology, counseling, economic development, geography, history, law, media studies, philosophy, psychology, sociology, and women's and gender studies—students will be introduced to case studies and theoretical discussions focusing on gender-based violence. They will explore how gendered aspects of conflict influence the lived experiences of women, girls, men, and boys. Students will also learn about various violence prevention programs and strategies.

Learning Objectives

- Explore the gendered dimensions of different types of conflict and inequality
- Broaden understandings of “conflict” to encompass everyday living situations and contexts such as workplaces, social events, educational settings, and commuting
- Make connections between inequality and violence in domestic contexts (intimate relationships and families), public contexts (political-economic environments, workplaces, schools, streets, and consumer industries), and militarized contexts (wars and armed conflict zones)
- Understand how power, inequality, and politics shape how people perceive, enact, and enforce ideas about “normal” and “natural” gender roles
- Strengthen your written communication skills by clearly articulating your opinions and arguments in a logical manner, drawing on class sources to support your claims
- Strengthen your critical thinking skills by making connections and exploring similarities and differences between the theories and arguments presented by authors, film makers, classmates, and your professor
- Develop a greater recognition and understanding of how intersectional oppressions, based upon structural inequality and biases such as sexism, racism, classism, and heterosexism, impact individuals and communities in different ways
- Expand your knowledge about violence prevention strategies and understand the difference between risk reduction, bystander intervention, and primary prevention
- Explore your own feelings about gender-based violence and conflict, and identify how this class has impacted your intellectual growth and emotional frame of mind

At the end of this course, students will have improved critical thinking, speaking, reading, and writing skills through close readings of texts and films, classroom participation, self-reflection, and writing assignments.

Grading Scale

93% - 100%	A	(excellent)	73% - 76%	C	(satisfactory)
90% - 92%	A-		70% - 72%	C-	
87% - 89%	B+		67% - 69%	D+	
83% - 86%	B	(good)	63% - 66%	D	(poor)
80% - 82%	B-		60% - 62%	D-	
77% - 79%	C+		0% - 59%	F	(failure)

Textbooks and Course Materials

There are two required books for this course. All other course readings will be posted to Blackboard.

McGuire, Danielle L.

2010 *At the Dark End of the Street: Black Women, Rape, and Resistance: A New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power.* New York: Vintage Books.

Ruxton, Sandy, ed.

2004 *Gender Equality and Men: Learning from Practice.* Herndon, VA: Stylus Publishing, LLC.

Approach to the Class

For the duration of the semester this class is a community. Our class is a space for intellectual exploration and expression. Many of the topics we discuss are emotionally charged. Pay attention to what your personal reactions are and be sensitive to yourself and your classmates. We will be discussing controversial topics during the course that may challenge personal beliefs. A diversity of opinions contributes to an intellectually challenging classroom environment. However, opinions that are blatantly racist, sexist, homophobic, transphobic, classist, or otherwise problematic will be challenged, and students will be encouraged to explore and develop their understandings of power-and-privilege dynamics in the classroom and within larger society. The success of the class as a whole depends on each person supporting, encouraging, and respecting other people in the class. Continuing discussion outside of class is highly encouraged, but please be mindful of the privacy of your peers.

Trigger Warning: We will discuss potentially sensitive topics—especially sexual violence—during almost every class. Please see me immediately if you feel that you will have difficulties attending class or completing the assignments.

Ground Rules

Technology: Please turn your cell phones to vibrate/silent before class begins. Do not text. If you text, you will be asked to leave the class for the remainder of the day. If you need to answer a call during class due to an emergency situation (i.e. sick family members or childcare problems) please let me know ahead of time. I will permit the use of laptops in class for note-taking and reading assigned articles only. I expect you to refrain from checking email, using Facebook, shopping, or engaging in other irrelevant activities while in class. If you abuse this policy, you will no longer be allowed to use your laptop for the remainder of the semester, and you will be asked to leave the class for the remainder of the day. I will ask you to sign an agreement that indicates you will only use your laptop for relevant classroom activities. Using your computer, cell phone, or other pieces of technology for personal pursuits during class is disrespectful and distracting to your classmates, to your instructor, and to yourself. Your grade will be negatively

impacted if you use your laptop for any other reason than note-taking and referring to assigned articles.

Classroom Etiquette: Be considerate and professional to your classmates and your professor. Impolite behavior in class is unacceptable: impolite behavior includes sleeping in class, entertaining private conversations, doing homework for other classes, texting, reading websites or other irrelevant materials during class, and coming late to class.

Thoughtful Participation: You will be graded on the quality rather than the quantity of your participation. Participation for this class is defined as contributing in a well-informed and thoughtful manner to classroom discussion. Simply asking questions, joking, or making guesses does not constitute participation. Participation should enhance the quality of the class for everyone and show clearly that you have already engaged with the material. Inappropriately dominating discussion to the detriment of your peers will not improve your participation grade; good participation encourages the participation of everyone in the class. High participation points are the result of consistent, active, and thoughtful contributions to the class discussion. You need to listen and interact with your colleagues, not just the professor. This class is structured as a discussion-based seminar with a large amount of student participation. Come prepared to each class with your underlined/highlighted copy of the day's readings and be ready to significantly contribute to the discussion. If you come to class without having done the readings, and/or unprepared with comments, questions, and the ability to thoughtfully contribute, you may be asked to leave and you may be counted as absent. I call on students randomly. You can expect to receive a low participation grade if you come to class and do not participate; if you rarely speak; or if you insult or speak dismissively about your classmates, the readings, or the authors of the readings.

Written Work: Your work should meet minimum standards of college writing. I will not grade work that has extensive spelling or grammatical errors; I will return poorly written papers to you and you will be expected to revise and resubmit within a timeframe we agree upon. If you have difficulty writing at the college level, please visit the college writing center for assistance. Your submitted work (written papers and your final class presentation) should always include proper, AAA-style citations for any ideas, writing, or images that are not your own. Please review the handout about plagiarism provided on Blackboard. If you have any questions about plagiarism or proper citations, ask me. I am *required* to report any incidents of plagiarism to the university administration, and I will follow this policy. Do not plagiarize. When in doubt, cite!

Late Assignment Policy: All assignments are due at the beginning of class on the dates indicated in this syllabus, unless otherwise noted on the syllabus. If there is a legitimate reason that you were unable to submit your assignment (i.e., an emergency appendectomy), you will need to document your excuse (i.e., a doctor's note). Bear in mind that working on projects for other classes, or being distracted by life events, will not count as legitimate excuses for a late assignment. Additionally, a documented medical emergency will not count as an excuse for a project that required an ample amount of time for which to prepare. In other words, a medical emergency a few days before a deadline will NOT serve as an excuse for submitting your final project, or a response paper, because you should have been working on those assignments well in advance of the deadline. Read through the syllabus carefully and plan your schedule in advance

so that you have adequate time to complete your assignments. Late assignments will be deducted one letter grade for each 24-hour period that they are late. Assignments will not be accepted more than 48 hours past the deadline. Assignments are usually submitted on Blackboard. It is your responsibility to ensure that you are submitting the correct file. If you submit an incorrect file, you will be penalized according to the late assignment policy.

Family Obligations: If you face the choice of attending class, or staying home to provide childcare or care for someone who is dependent upon you, please contact me to make arrangements to bring your child (or dependent) to class with you, if this is a feasible option. I value your presence in the classroom and want to make sure that you are able to attend.

What you can expect from me

I will strive to:

- create a challenging and engaged learning environment
- encourage you to learn about new ideas and concepts, develop your intellectual abilities, and strengthen your critical thinking skills
- encourage you to critically think about how cultural values have influenced your life, your self-identity, and your perceptions of other people
- give you clear guidelines for how to succeed in this class, including grading rubrics for the assignments
- provide you with helpful feedback about your writing and your ideas
- meet with you to discuss your work when you request assistance or guidance

What I expect from you

During this course, you should:

- read the syllabus carefully and plan out your schedule to complete your assignments on time
- refer to the syllabus and assignment sheets if you have questions about due dates or course requirements
- commit to following the course guidelines and meeting the course objectives
- interact with other students and the instructor in a respectful, mature, and thoughtful manner
- thoroughly read the assigned articles and books, and come to class prepared to actively participate
- trust my academic leadership and maintain an open mind; I have chosen readings and films because they are high-quality and well-respected scholarship, or because they have the potential to contribute to your intellectual development
- contact me immediately if you are having difficulties with the material, or other issues in life, which might negatively impact your grade or class participation
- avoid anxiety about your grades; instead, focus on doing the assigned work and actively participate in class
- prepare yourself for dealing with emotionally difficult subjects, monitor your emotional state of mind, and practice self-care to help yourself feel better

- contact me immediately if you feel overly upset or anxious about the class topics

Academic Conduct and Integrity

Standards of academic conduct are set forth in the University's Academic Integrity Code. By registering, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly, and disciplinary actions will be taken should such violations occur. Please see me if you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course.

Please see more information about integrity and plagiarism in the “Expectations for Written Work” section of this syllabus.

Difficulties in the Class

If you experience difficulty in this course for any reason, please do not hesitate to consult with me. In addition to the resources of the department, many services are available to support you in your efforts to meet the course requirements and get the most out of this class:

Academic Support Center: (x3360, MGC 243) offers study skills workshops, individual instruction, tutor referrals, Supplemental Instruction, and services for students with learning disabilities and ADHD. Writing support is available in the ASC Writing Lab or in the Writing Center, Battelle-Tompkins 228.

Counseling Center: (x3500, MGC 214) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources.

Disability Support Services: (x3315, MGC 206) offers technical and practical support and assistance with accommodations for students with physical, medical, or psychological disabilities.

If you qualify for accommodations because of a disability, please notify me as soon as possible (ideally within the first week of class) with a letter from the Academic Support Center or Disability Support Services so that we can make arrangements to address your needs.

Assignments and Course Requirements

Assignment	Percentage of Final Grade	Due Date
Participation (<i>includes attendance and class discussion</i>)	25%	Ongoing
Analytical Response Papers (3)	30%	Varies
Classroom Leadership	10%	Varies
Personal Reflection Essay	15%	December 6
Final Project (<i>includes paper and presentation</i>)	20%	December 13

I. Participation

Attendance: Attendance is crucial to success in this class; if you miss classes, you will miss important information and opportunities to learn. Make sure to ask classmates about what you missed. You are responsible for all readings and assignments when they are due. Partial absences are counted as full absences. You are allowed one unexcused absence; all other absences must be excused in order to avoid a negative impact on your attendance grade. An absence is excused only if you can provide verification for a legitimate reason of your absence (ie, a doctor's note; religious holiday documentation; a tow truck receipt). Any work that is due on the day of your absence is still due by the deadline. Unexcused absences will negatively impact your grade. I will take attendance at the beginning of each class; if you are late, you run the risk of being marked absence. 3 tardy arrivals equal 1 unexcused absence.

Class Discussion: You are expected to read all of the assigned readings prior to the beginning of class, and to think about them critically in preparation for discussion. Take notes and highlight/underline your readings so that you can quickly refer to them in class. Participation in class means engaging in discussions without dominating the conversation; pay attention to your level of participation. You are expected to act in a professional, mature, and respectful manner and contribute positively to the class. This includes respecting other people's opinions even if you disagree with them. Please be mindful of these expectations. See the "Thoughtful Participation" section for more information.

II. Analytical Response Papers

Over the course of the semester, you will write three analytical response papers about the various topics we cover in class; the response papers should focus on the weekly topics and readings but you are encouraged to make connections to other issues as well. You may choose which weeks to focus on. I recommend that you budget your time wisely so that you do not feel overwhelmed with work toward the end of the semester. See the assignment sheet for more information.

III. Classroom Leadership

In teams of two, you will help lead the class in discussing and engaging with the readings. See the assignment sheet for more information.

IV. Personal Reflection

You will write a paper that addresses your personal feelings and thoughts about gender, culture, and conflict, and how our class readings, films, and discussions have impacted your personal, professional, and intellectual development in this class. See the assignment sheet for more information.

V. Final Project

The final project will be a team effort (teams of two or three students). Your group will examine and analyze a violence prevention campaign of your choice. Drawing on concepts from class, your team will research the historical context of the campaign, interview people involved with the campaign (if possible), and address the campaign's potential strengths and weaknesses. Additionally, your group will conduct a focus group to explore how the campaign is received, and your team will analyze the campaign's reception by the focus group. At the end of the semester, your group will submit a paper and present your research findings to the class. See the assignment sheet for more information. Attendance on the day of presentations is mandatory for all students.

Class Schedule

On most days, our class will follow the following schedule:

5:30 – 5:40 pm	Housekeeping (Announcements, Etc.)
5:40 – 6:40 pm	Film or Guest Speaker (or Class Discussion)
6:40 – 6:55 pm	Break
6:55 – 8:00 pm	Class Discussion

August 30

Welcome, Introductions, and Core Concepts

Lecture:

Core Concepts: Building a Framework for Thinking about Gender and Conflict

In-Class Reflection: Checking In

September 6

Economic Inequality

Schroeder, Richard A.

1999 Introduction. *In Shady Practices: Agroforestry and Gender Politics in The Gambia*. Pp. 1-20. Berkeley: University of California Press. (19 pages)

Schroeder, Richard A.

1999 Gone to their Second Husbands: Domestic Politics and the Garden Boom. *In Shady Practices: Agroforestry and Gender Politics in The Gambia*. Pp. 39-60. Berkeley: University of California Press. (21 pages)

Wright, Melissa W.

2006 Introduction: Disposable Women and Other Myths of Global Capitalism. *In Disposable Women and Other Myths of Global Capitalism*. Pp. 1-19. New York: Routledge. (18 pages)

Wright, Melissa W.

2006 Disposable Daughters and Factory Fathers. *In Disposable Women and Other Myths of Global Capitalism*. Pp. 23-44. New York: Routledge. (21 pages)

In-Class Film:

Chen, Lawrence

2007 The Girl Child. 22 min. Institute for Women, Gender and Development Studies at Egerton University (Kenya).

Assignment: Response Paper due September 8 at 5:00 pm via Blackboard (if applicable)

September 13

Racism and Politics, Part I

McGuire, Danielle L.

2010 Prologue and Chapters 1 – 4. *In At the Dark End of the Street: Black Women, Rape, and Resistance: A New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power*. New York: Vintage Books. (141 pages)

In-Class Film:

Allen, James

2005 Without Sanctuary: Photographs and Postcards of Lynching in America. 8 min.

Vecchione, Judith

1986 Eyes on the Prize: America's Civil Rights Years, 1954-1965. Blackside, Inc. and Corporation for Public Broadcasting. (excerpt)

Assignment: Response Paper due September 15 at 5:00 pm via Blackboard (if applicable)

September 20

Racism and Politics, Part II

McGuire, Danielle L.

2010 Chapters 5 – 8 and Epilogue. *In At the Dark End of the Street: Black Women, Rape, and Resistance: A New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power.* New York: Vintage Books. (119 pages)

In-Class Reflection: Checking In

Assignment: Response Paper due September 22 at 5:00 pm via Blackboard (if applicable)

September 27

Consumer Industries: Music, Fashion, Movies

Guzman, Isabel Molina and Angharad N. Valdivia

2004 Brain, Brow, and Booty: Latina Iconicity in U.S. Popular Culture. *The Communication Review* 7(2):205-221. (16 pages)

Katz, Jackson

2003 Advertising and the Construction of Violent White Masculinity: From Eminem to Clinique for Men. *In Gender, Race and Class in Media: A Critical Reader.* Gail Dines and Jean M. Humez, eds. Pp.349-357. Thousand Oaks: Sage Publications. (8 pages)

Kilbourne, Jean

2003 The More You Subtract, The More You Add: Cutting Girls Down to Size. *In Gender, Race, Class in Media: A Critical Reader.* Gail Dines and Jean Humez, eds. Pp. 258-265. Thousand Oaks: Sage Publications. (7 pages)

In-Class Film:

Jhally, Sut

2007 Dreamworlds 3: Desire, Sex and Power in Music Video. 54 min. The Media Education Foundation.

Assignment: Final Project Proposal due September 27 via email by 5:00 pm.
Response Paper due September 29 at 5:00 pm via Blackboard (if applicable)

October 4

Domestic Violence/Intimate Partner Violence

Adelman, Madelaine

2004 The Battering State: Towards a Political Economy of Domestic Violence. *Journal of Poverty* 8(3):45-64. (19 pages)

Anderson, Kristin

1997 Gender, Status, and Domestic Violence: An Integration of Feminist and Family Violence Approaches. *Journal of Marriage and Family* 59(3):655-669. (14 pages)

Bograd, Michele

1999 Strengthening Domestic Violence Theories: Intersections of Race, Class, Sexual Orientation, and Gender. *Journal of Marital and Family Therapy* 25(3):275-289. (14 pages)

Letellier, Patrick

1994 Gay and Bisexual Male Domestic Violence Victimization: Challenges to Feminist Theory and Responses to Violence. *Violence and Victims* 9(2):95-106. (11 pages)

Guest Speaker: Jackie King, Co-Executive Director of Ramona's Way (www.ramonasway.org)

Assignment: Response Paper due October 6 at 5:00 pm via Blackboard (if applicable)

October 11

Conflict in the Workplace

Ferfolja, Tania

2010 Lesbian Teachers, Harassment, and the Workplace. *Teaching and Teacher Education* 26:408-414. (6 pages)

Lopez, Steven H., Randy Hodson, and Vincent J. Roscigno

2009 Power, Status, and Abuse at Work: General and Sexual Harassment Compared. *The Sociological Quarterly* 50:3-27. (24 pages)

Southern Poverty Law Center

2010 Sexual Violence: A Constant Menace. *In Injustice on Our Plates: Immigrant Women in the U.S. Food Industry*. Pp. 41-53. Montgomery, AL. (12 pages)

Welsh, Sandy, Jacquie Carr, Barbara MacQuarrie, and Audrey Huntley

2006 "I'm Not Thinking of it as Sexual Harassment": Understanding Harassment across Race and Citizenship. *Gender and Society* 20(1):87-104. (17 pages)

Supplemental Reading (not required):

Badgett, M.V. Lee, Holning Lau, Brad Sears, and Deborah Ho

2007 Bias in the Workplace: Consistent Evidence of Sexual Orientation and Gender Identity Discrimination. The Williams Institute. UCLA School of Law. (32 pages)

In-Class Reflection: Checking In

Assignment: Response Paper due October 13 at 5:00 pm via Blackboard (if applicable)

October 18

Conflict in Schools and on Campuses

Adams-Curtis, Leah E. and Gordon B. Forbes

- 2004 College Women's Experiences of Sexual Coercion: A Review of Cultural, Perpetrator, Victim, and Situational Variables. *Trauma, Violence, and Abuse* 5(2):91-122. (31 pages)

Basile, Kathleen C., Dorothy L. Espelage, Ian Rivers, Pamela M. McMahon, and Thomas R. Simon

- 2009 The Theoretical and Empirical Links between Bullying Behavior and Male Sexual Violence Perpetration. *Aggression and Violent Behavior* 14(6):336-347. (11 pages)

Centers for Disease Control and Prevention

- 2012 The Bully-Sexual Violence Pathway in Early Adolescence. National Center for Injury Prevention and Control, Division of Violence Prevention. (4 pages)

Rhoads, Robert A.

- 1995 Whales Tales, Dog Piles, and Beer Goggles: An Ethnographic Case Study of Fraternity Life. *Anthropology and Education Quarterly* 26(3):306-323. (17 pages)

Supplementary Reading (not required):

Hill, Catherine and Holly Kearn

- 2011 Executive Summary and Chapters 1 – 3. *Crossing the Line: Sexual Harassment at School*. Pp. 2 – 28. American Association of University Women. (26 pages)

Assignment: Response Paper due October 20 at 5:00 pm via Blackboard (if applicable)

October 25

Street Harassment

Fogg-Davis, Hawley G.

- 2006 Theorizing Black Lesbians within Black Feminism: A Critique of Same-Race Street Harassment. *Politics and Gender* 2(1):57-76. (19 pages)

Koskela, Hille

- 1999 "Gendered Exclusions": Women's Fear of Violence and Changing Relations to Space. *Geografiska Annaler* 81(B2):111-124. (13 pages)

Laniya, Olatokunbo Olukemi

- 2005 Street Smut: Gender, Media, and the Legal Power Dynamics of Street Harassment, or "Hey Sexy" and Other Verbal Ejaculations. *Columbia Journal of Gender and Law* 14 (1):91-130. (39 pages)

Perry, Imani

2007 Let Me Holler at You: African-American Culture, Postmodern Feminism, and Revisiting the Law of Sexual Harassment. *Georgetown Journal of Gender and Law* 8:111-127.

(16 pages)

Guest Speakers: Renee Davidson (New Media Director) and Zosia Szykowski (Director of Community Outreach and Events) from Collective Action for Safe Spaces

(<http://www.collectiveactiondc.org>)

In-Class Reflection: Checking In

Assignment: Response Paper due October 27 at 5:00 pm via Blackboard (if applicable)

November 1

Conflict and the Sex Industry

Dewey, Susan

2011 Calculating Risks, Surviving Danger. *In Neon Wasteland: On Love, Motherhood, and Sex Work in a Rust Belt Town*. Pp. 130-159. Berkeley: University of California Press.

(29 pages)

Farley, Melissa, Jan Macleod, Lynn Anderson, and Jacqueline M. Golding

2011 Attitudes and Social Characteristics of Men Who Buy Sex in Scotland. *Psychological Trauma: Theory, Research, Practice, and Policy* 3(4):369-383.

(14 pages)

Overall, Christine

1992 What's Wrong with Prostitution? Evaluating Sex Work. *Signs* 17(4):705-724.

(20 pages)

In-Class Film:

Tracy, Lance

2007 Adult Entertainment: A Psychosocial Study of an American Obsession. 55 min. Films Media Group.

Assignment: Response Paper due November 3 at 5:00 pm via Blackboard (if applicable)

November 8

Violence Prevention

Brown, Janet

- 2004 Fatherwork in the Caribbean: Examples of Support for Men's Work in Relation to Family Life. *In Gender Equality and Men: Learning from Practice*. S. Ruxton, ed. Pp. 113-130. Herndon, VA: Stylus Publishing, LLC. (17 pages)

de Keijzer, Benno

- 2004 Masculinities: Resistance and Change. *In Gender Equality and Men: Learning from Practice*. S. Ruxton, ed. Pp. 28-49. Herndon, VA: Stylus Publishing, LLC. (21 pages)

Elsanousi, Magda Mohammed

- 2004 Strategies and Approaches to Enhance the Role of Men and Boys in Working for Gender Equality: A Case Study from Yemen. *In Gender Equality and Men: Learning from Practice*. S. Ruxton, ed. Pp. 162-176. Herndon, VA: Stylus Publishing, LLC. (14 pages)

Keating, Maree

- 2004 The Things They Don't Tell You about Working with Men in Gender Workshops. *In Gender Equality and Men: Learning from Practice*. Pp. 50-63. Sandy Ruxton, ed. Herndon, VA: Stylus Publishing, LLC. (13 pages)

Mehta, Manisha, Dean Peacock, and Lissette Bernal

- 2004 Men as Partners: Lessons Learned from Engaging Men in Clinics and Communities. *In Gender Equality and Men: Learning from Practice*. Pp. 89-100. Sandy Ruxton, ed. Herndon, VA: Stylus Publishing, LLC. (11 pages)

Assignment: Response Paper due November 10 at 5:00 pm via Blackboard (if applicable)

November 15

No Class: continue working on your final projects or other assignments

November 22

No Class: Thanksgiving holiday

November 29

Making Connections between War and Home, Part I

Hayden, Robert M.

2000 Rape and Rape Avoidance in Ethno-National Conflicts: Sexual Violence in Liminalized States. *American Anthropologist* 102(1):27-41. (14 pages)

Nordstrom, Carolyn

1999 Girls and War Zones: Troubling Questions. *In Engendering Forced Migration: Theory and Practice*. Pp. 63-82. Doreen Indra, ed. New York: Berghahn Books. (19 pages)

Olujic, Maria B.

1998 Embodiment of Terror: Gendered Violence in Peacetime and Wartime in Croatia and Bosnia-Herzegovina. *Medical Anthropology Quarterly* 12(1):31-50. (19 pages)

Rosenheck, Robert and Alan Fontana

1998 Transgenerational Effects of Abusive Violence on the Children of Vietnam Combat Veterans. *Journal of Traumatic Stress* 11(4):731-742. (11 pages)

In-Class Film:

Bleasdale, Marcus

2011 Rape, a Weapon of War: Destroying the Glue of a Society. 10 min. *Economist Magazine*.

In-Class Reflection: Checking In

Assignment: Response Paper due December 1 at 5:00 pm via Blackboard (if applicable)
Last Response Paper Opportunity!

December 6

Making Connections between War and Home, Part II

In-Class Film:

Dick, Kirby

2012 The Invisible War. 98 min. Chain Camera Pictures.

Guest Speaker: Rachel Tardiff, Media Relations Strategist, Fitzgibbon Media, Inc. (www.fitzgibbonmedia.com) and Miranda Peterson, Feminist Majority

Assignment: Personal Reflection essay due December 6 by 5:00 pm via Blackboard.

December 13

Final Project Presentations and Class Celebration

Assignment: Final Paper due December 13 by 5:00 pm via Blackboard
Final Presentation due in class

EMERGENCY PREPAREDNESS

In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (www.prepared.american.edu) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/ college-specific information.